



ANALYSIS OF FACTORS AFFECTING MOTIVATION AND INTEREST IN LEARNING ENGLISH FOR NON-ENGLISH STUDENTS

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Received: 10/3/2023

Revised: 13/3/2023

Published: 15/3/2023

Abstract

Students at tertiary institutions are required to take general English courses which act as a support for the main courses in the study program. However, observations show that students are still not skilled in using English. Some of the factors that cause this include low motivation, lack of vocabulary, lack of interest in learning, limited time available, and other factors. The purpose of this study is to identify the factors that influence the motivation and interest in learning non-English students. It also aims to evaluate which motivational subfactors have more influence on student learning. This study used descriptive qualitative method. Data was collected through descriptive techniques based on events in the field, with data sources coming from scientific journals and researchers as analyzers and interpreters of research data. The results show that to increase interest and motivation to learn English, comprehensive support from universities or colleges is needed, such as providing adequate resources, using innovative learning methods, introducing English culture, holding extracurricular activities related to English, and providing support from teachers and administrative staff.

Keywords: Motivation, Interest in Learning, English.

INTRODUCTION

English language education is one of the most important fields of study in modern education (Agustin, 2011). English is an international language that is used in various fields such as academics, business, technology, entertainment, and many more (Nuraeni, 2021). Therefore,

the ability to speak, write and understand English well is very important in today's globalized world (Munadzdzofah, 2018).

In addition, English education also provides enormous benefits for individuals who want to improve their communication skills (Swarniti, 2022). English allows one to communicate with people from various countries and cultures, opens up opportunities to learn new cultures and perspectives, and enhances career opportunities (Damayanti, 2019).

In education, English is also the language of instruction commonly used in teaching in many countries (Kusuma, 2018). This means that the ability to understand and use English well is essential for success in the classroom and in an academic setting (Khairani, 2016).

Therefore, English education is very important to prepare students and individuals for success in the current era of globalization. In learning English, it is important to understand grammar and language structure as well as the ability to speak, write, read and listen effectively and efficiently (Gadu & Bagiastra, 2003).

In this era, English plays a very important role in the international environment in various fields, especially in the field of science and technology (Firdaussi, 2019). Because of the importance of the role of English, students must improve their English skills, because English skills are considered very low from an academic point of view (Utami & Nurjati, 2017). In addition, having good English skills is very much needed in the world of work and industry, and is also a requirement if students wish to continue their education to a higher level (Rahel, 2018).

Motivation is a very important factor in the student learning process. Motivation can affect interest, attitude, and the level of student involvement in learning (Octavia, 2020). When students have high motivation, they will feel motivated to study the subject matter better and more carefully. This will allow them to gain a deeper understanding and improve their skills (Then, 2020).

In the learning process, motivation can help students overcome challenges and obstacles that may occur during learning. Motivated students will look for ways to overcome difficulties and gain success (Manurung, 2017). Motivation can also affect student behavior in learning, such as their activeness in class discussions, participation in learning activities, and self-learning actions. Motivation can also help maintain and improve consistency in learning. Motivated students will be better able to maintain a consistent study schedule and continue learning despite difficulties or challenges (Lutfiwati, 2020). This will help them to achieve the set learning goals.

In all, motivation is very important in the student learning process. High motivation can help students overcome difficulties, improve skills, and gain success. Therefore, as a student, it is important to maintain high motivation in learning in order to achieve maximum results in education.

Motivation to learn English is important for students because English is an international language used in various fields, especially in the world of work and education. In addition,

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students with good English skills will find it easier to access information and resources available in English (Megawati, 2016). By learning English, students can also improve their communication skills and expand social networks with people from various countries. Learning English can also help students prepare themselves to face global competition in the future. By having good English skills, students can expand opportunities to continue their studies abroad or work in multinational companies (Samosir, 2016). Therefore, motivation to learn English is very important for students so they can master English well and prepare themselves to face future challenges.

Interest in learning is a very important factor in the educational process. Without sufficient interest, students or students may not be interested in studying a subject or even ignore it (Rohim, 2011). High interest and enthusiasm for learning can help students to understand the material better and achieve better results in exams and assignments. In addition, high learning interest can also motivate students to study independently outside the classroom, such as reading books or watching videos related to the topic being studied (Rahmayanti, 2016). This can help students to develop a deeper understanding of the subject being studied and achieve better academic performance. Therefore, it is important for educators to create a learning environment that supports and motivates students to cultivate a strong interest in learning.

Therefore, this study aims to find the factors that influence the motivation and interest in learning of students who do not have an English background. This study also aims to evaluate which motivational subfactors have the greatest influence on student learning.

METHODS

This study uses a qualitative descriptive method (Sugiyono, 2018), which aims to describe and interpret language phenomena empirically. Data was collected through descriptive techniques based on events in the field, with data sources coming from scientific journals and researchers as analyzers and interpreters of research data. Data is selected based on the needs of researchers and then analyzed through a literature study. From the data analysis, the researcher formulated research conclusions. Thus, qualitative descriptive methods are used to describe facts and phenomena of language objectively and in accordance with the existing circumstances.

The purpose of qualitative research generally includes information about the central phenomena explored in research, research participants, and research locations (Creswell, 2014). The qualitative approach is the right model for solving research problems because qualitative models describe and understand a problem with a deep focus.

RESULTS AND DISCUSSION

Motivation has an important role in the learning process. In this study, motivation is considered as a factor influencing the improvement of students' English skills. This can be seen through their behavior during lectures. The researcher motivates them to do their best and it is hoped that this will inspire them to develop a more effective learning process. To support these findings, the researcher referred to the results of Hafsah's research (2016) which showed that interest and motivation to learn had a significant effect both jointly and partially on English learning achievement.

The survey results show that another factor that influences learning is the teaching approach. This finding is reinforced by Prihatini's view (2017) that learning methods can increase interest in learning and help students achieve good learning outcomes. Another study by Nasution (2017) shows that the learning method used has a significant correlation with student learning outcomes. Therefore, the use of appropriate learning methods can improve student learning outcomes. In conclusion, the teaching approach makes a significant contribution to improving student academic results.

Based on the results of the analysis, there are several factors that influence the motivation and interest in learning English for non-English students, including:

1. Personal factors

Personal factors, such as interests and talents, can influence motivation and interest in learning English. Students who have interest and talent in English tend to have higher motivation and greater interest in learning.

2. Environmental factors

Environmental factors, such as the availability of resources, family support, and peer influence, also influence motivation and interest in learning English. Students who have support from family and peers tend to have greater motivation and interest in learning.

3. Teaching factors

Teaching factors, such as the quality of teaching and interaction between teachers and students, can also affect motivation and interest in learning English. Teachers who are able to provide quality teaching and have good interactions with students tend to increase students' motivation and interest in learning English.

4. Curriculum factor

Curriculum factors, such as the suitability of subject matter to students' needs and the teaching methods used, can also influence motivation and interest in learning English. A well-organized curriculum that fits the needs of students and uses effective teaching methods can increase students' motivation and interest in learning English.

Another factor that influences students' English skills is the role of the researcher. In this case, the researcher plays a role in monitoring and assisting participants during the lecture process. Respondents responded positively and felt comfortable asking questions when

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experiencing learning difficulties. This finding is supported by Saroyan (Mupa & Isaac Chinooneka, 2015) who shows that successful teaching involves four points, namely experience, teaching planning and management, learning facilitation, and helping students develop. This can help students to study independently. In addition, Ulug et al., (2011) considers that educators (teachers/lecturers) are one of the most significant external variables in education and learning. Therefore, the role of the lecturer in the learning process has a positive impact on student achievement.

Based on these factors, it can be concluded that motivation and interest in learning English among non-English speaking students are influenced by personal, environmental, teacher, and curriculum factors. Therefore, in increasing the motivation and interest in learning English for non-English students, it is necessary to adopt a holistic and comprehensive approach, involving these various factors together.

Here are some things that can increase motivation and interest in learning English for non-English speaking students in Indonesia:

1. Improve communication skills

Non-English students need to have good communication skills in English to be able to study and communicate well in academic and professional environments. Therefore, it is necessary to provide intensive and structured English communication skills training.

2. Provide adequate resources

Non-English students need to have access to adequate resources, such as textbooks, learning media, software, and internet networks. Therefore, universities or colleges need to provide adequate resources to support learning English.

3. Using innovative learning methods

Innovative learning methods, such as project-based learning, integrated learning, and technology-based learning, can increase students' interest and motivation in learning English.

4. Introducing British culture

Introducing English culture through activities such as cultural festivals, group discussions, and other social activities can help non-English speaking students understand and explore British culture, so that it can motivate them to learn English.

5. Organize extracurricular activities related to English

Extracurricular activities related to English, such as English clubs, debates and plays, can help non-English students to improve their speaking, writing and listening skills in English, and indirectly increase their interest and motivation in learning English. .

6. Provide support from teachers and administrative staff

Support from teachers and administrative staff, such as quality teaching, academic guidance, and administrative assistance, can help non-English students feel supported and

assisted in the process of learning English, and indirectly increase their interest and motivation in learning English.

Based on the results of several studies, most students in Indonesia still have limited English proficiency or have not reached the expected level. One indicator of English proficiency is the TOEFL or IELTS score. According to the 2020 EF English Proficiency Index (EF EPI) report, Indonesia ranks 53rd out of 100 countries measured by its English proficiency. These results indicate that students' English skills in Indonesia still need to be improved.

However, there are still many students in Indonesia who already have good English skills and are able to communicate well in English. Therefore, it is important for students to continue to improve their English skills through continuous training and practice.

By carrying out the steps above, it is hoped that it can help improve the English language skills of students in Indonesia and bring great benefits to their educational and career advancement in the future.

CONCLUSION

Based on the results of an analysis of the factors that influence motivation and interest in learning English for non-English students in Indonesia, it can be concluded that to increase interest and motivation in learning English, comprehensive support from universities or colleges is needed, such as providing adequate resources, using innovative learning methods, introducing British culture, organizing extracurricular activities related to English, and providing support from teachers and administrative staff. In addition, students also need to make clear and specific goals, and practice English regularly in everyday life. With the right support and effort, interest and motivation in learning English for students in Indonesia can be increased and bring great benefits to their careers and lives in the future.

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First publication right:

Journal Transnational Universal Studies (JTUS)

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